

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Kindergarten**

Text Title: Benchmark Literacy, Kindergarten Publisher: Benchmark Education

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.5	X		
K.5a	X		
K.5b	X		
K.5c	X		
K.5d	X		
K.5e	X		
K.6	X		
K.6a	X		
K.6b	X		
K.6c	X		
K.6d	X		
K.7	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.7a	X		
K.7b		X	
K.7c	X		
K.7d	X		
K.8	X		
K.8a	X		
K.8b	X		
K.9	X		
K.9a	X		
K.9b	X		
K.9c	X		
K.9d	X		

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	Adequate	Limited	No Evidence
K.9e	X		
K.9f	X		
K.9g	X		
K.10	X		
K.10a	X		
K.10b	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
2. The textbook is organized appropriately within and among units of study.	<div> Adequate <u>Limited</u> No Evidence </div> <div>Comments:</div>
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
4. The writing style, syntax, and vocabulary are appropriate.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
5. Sufficient instructional strategies are provided to promote depth of understanding.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
K.5	The student will understand how print is organized and read.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Hold print materials in the correct position.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Identify the front cover, back cover, and title page of a book.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Distinguish between print and pictures.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Follow words from left to right and from top to bottom on a printed page.	<u>Adequate</u>	Limited No Evidence Comments:

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2010 Kindergarten English Standards of Learning	
STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
e) Match voice with print (concept of word).	<u>Adequate</u> Limited No Evidence Comments:

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
K.6	The student will demonstrate an understanding that print conveys meaning.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Identify common signs and logos.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Explain that printed materials provide information.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Read and explain own writing and drawings.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Read his/her name and read fifteen meaningful, concrete words.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
K.7	The student will develop an understanding of basic phonetic principles.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Identify and name the uppercase and lowercase letters of the alphabet.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	Adequate <u>Limited</u>	No Evidence Comments:
	c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Identify beginning consonant sounds in single-syllable words.	<u>Adequate</u>	Limited No Evidence Comments:

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K.8	The student will expand vocabulary.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Discuss meanings of words.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Develop vocabulary by listening to a variety of texts read aloud.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
K.9	The student will demonstrate comprehension of fictional texts.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Identify what an author does and what an illustrator does.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Relate previous experiences to what is read.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Use pictures to make predictions.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Begin to ask and answer questions about what is read.	<u>Adequate</u>	Limited No Evidence Comments:

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e) Use story language in discussions and retellings	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Retell familiar stories, using beginning, middle, and end.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Discuss characters, setting, and events.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
K.10	The student will demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
		Comments:		
	a) Use pictures to identify topic and make predictions.	<u>Adequate</u>	Limited	No Evidence
		Comments:		
	b) Identify text features specific to the topic, such as titles, headings, and pictures.	<u>Adequate</u>	Limited	No Evidence
		Comments:		